



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grades 7/8

Topic 10 - Movement Patterns Leading to Interdependence and/or Conflict

Stage 1 Desired Results

Established Goals:

Students will explain how and why events may be interpreted differently according to the points of view of participants, witnesses, reporters and historians. (SS4:B8.6)

Suggested lesson duration: 50 minutes

Understandings:

History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from and Indian perspective conflicts with what most mainstream history tells us. (EU 6)

Students will understand that for some tribal nations the westward movement was more of an invasion from the east.

Students will be able to...

Evaluate historical references for issues of bias and perspective.

Essential Questions:

Why do we examine historical events from multiple perspectives?

How did the arts play a role in shaping our national identity?

Students will know...

Images can be a powerful force in influencing our thoughts and beliefs about American Indians.

Stage 2 Assessment Evidence

Performance Tasks:

Students will develop and practice oral and written communications and expand critical thinking skills through the use of the *American Progress* painting by John Gast.



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Stage 3 Learning Plan

Learning Activities: This lesson would work well as you study the topic of westward expansion.

Have the following question written on the board/overhead when students enter the classroom, "What is destiny? Define it in your own words."

Give students approximately 5 minutes to write their own definition of destiny and lead students through a brief discussion regarding the concept of destiny.

Ask students about the term "manifest destiny" – What does this mean? Have a student look up a definition in a dictionary and read out loud to class.

Display an overhead of the painting "*American Progress*" by John Gast. 1872

Ask students to analyze the painting using the following questions as a guideline.

1. What do you see in the painting? Describe everything you see.
2. What is happening in the painting?
3. What groups are represented?
4. Why do you think the artist titled the painting "*American Progress*"?

Art is sometimes said to be a reflection of our culture. How does this painting reflect or reinforce ideas regarding westward expansion?

Imagine you are an American Indian artist – how might you paint this picture depicting an American Indian viewpoint? What would you change or revise? What would you title the piece of artwork?

Have students in small groups or individually draw a picture from an American Indian perspective. Give them approximately 15-20 minutes to complete their in class drawing. (If a student does not want to actually make a picture ask for a detailed written description of what his/her painting would include.)

Materials/Resources Needed:

For a brief definition of manifest destiny check out Encarta –

http://encarta.msn.com/encyclopedia_761568247/Manifest_Destiny.html

Manifest Destiny, jingoistic tenet holding that territorial expansion of the United States is not only inevitable but divinely ordained. The phrase was first used by the American journalist and diplomat John Louis O'Sullivan, in an editorial supporting annexation of Texas, in the July-August 1845 edition of the *United States Magazine and Democratic Review*, a magazine that featured literature and nationalist opinion. The phrase was later used by expansionists in all political parties to justify the acquisition of California, the Oregon Territory, and Alaska. By the end of the 19th century the doctrine was being applied to the proposed annexation of various islands in the Caribbean Sea and the Pacific Ocean.

You can obtain a copy of John Gast's American Progress painting at this site.

http://en.wikipedia.org/wiki/Manifest_Destiny

You may also perform a Google search and other printing options can be found.

Historic quotes regarding manifest destiny:

John Quincy Adams, sixth president of the United States (1825-1829), wrote in 1811:

"The whole continent appears to be **destined**...to be peopled by one nation. The acquisition of a definite line of boundary to the [Pacific] forms a great epoch in our history."

In 1845, John O'Sullivan, a New Yorker and editor of the *United States Magazine and Democratic Review*, wrote:

"Away, away with all these cobweb issues of rights of discovery, exploration, settlement, contiguity, etc. The American claim is by the right of our **manifest destiny** to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federative self-government entrusted to us. It is a right such as that of the tree to the space of air and earth suitable for the full expansion of its principle and **destiny** of growth. ...It is in our future far more than in the past history of Spanish exploration or French colonial rights, that our True Title is to be found."

For more quotes and lesson plans regarding manifest destiny visit the following Websites:

<http://www.nea.org/lessons/er060401.html>

http://www.pbs.org/keramexicanwar/educators/md2_commercial.html